Professional Faculty Development at Los Angeles Harbor College

Professional development activities at LAHC are approved by the Professional Development/FLEX Coordinator in conjunction with the Professional Development committee. The committee is under the direction of Academic Senate, Education code, Title 5, and guidelines developed by the California Community College Chancellor’s Office.

The Professional Development/FLEX Coordinator is Carmen Carrillo. Please contact via email at carrilc@lahc.edu or leave a phone message at 310-233-4250. Prof. Carrillo is chair of committee and supervisor of the Teaching Learning Center (LRC 203).

Mission

The mission of the Professional Development program is to create and promote opportunities for faculty, staff, and administrators to engage in continuous learning, professional growth, and personal enhancement leading to student success. The district commits the necessary resources to support professional development efforts on all the campuses.

Goals

1. Provide instructors the training and resources needed to help students succeed, especially to improve upon their foundational skills
   a. Offer dynamic, innovative professional development programs
   b. Provide training and resources on collaborative and interactive teaching and learning strategies
   c. Connect professional development in a meaningful way to each college’s educational and strategic master plan, the LACCD Framework for Student Success, and the statewide Basic Skills Initiative.
2. Provide activities that lead to increased efficiency and job satisfaction
   a. Offer personal wellness activities to address mental, physical, and emotional needs
   b. Provide informational workshops in environmental and health/safety areas, such as first aid, emergency preparedness, and sustainability.
3. Offer training in the use of existing and emerging technology
4. Increase the use of learner-centered teaching
   a. Integrate student learning outcomes and assessment into professional development activities
5. Develop an appreciation of cultural diversity
6. Engage in collective inquiry and create a culture of pedagogical exploration
7. Assess our activities and use the results to make improvements
   a. Establish and maintain functioning advisory committees on each campus to assess needs and guide efforts
Learning Outcomes

As a result of Professional Development activities, all college faculty will be able to:

1. Engage in a learning-centered culture of shared ideas
2. Identify effective teaching methodologies relevant to their disciplines
3. Develop and use technology-based teaching methodologies in their classes.
4. Promote and assess success for diverse students with differing needs.

The Teaching Learning Center

The Teaching Learning Center is located in the Learning Resource Center 203 (2\textsuperscript{nd} floor of former Library). The hours are 1:00 p.m. to 6:00 p.m. Mondays through Thursdays.

The Teaching Learning Center facilitates student-centered learning by providing a supportive, collaborative environment for faculty to discover effective means to promote student success throughout the campus community and to discover technological resources for use in the classroom.

Our purpose is:

- To provide a place where faculty can collaborate
- To assist faculty with educational technology
- To promote the learning of new teaching methods
- To create a teaching learning community

Should you have any questions about use of the TLC, please contact Carmen Carrillo.

What is FLEX?

Los Angeles Harbor College participates in the Flexible calendar program. Therefore, by law and negotiations with the AFT, faculty are required to fulfill 27.5 hours per year (from July 1-June 30) in professional development activities, including a contractual, mandatory 6 hours on Opening Day. Those activities, according to California state flexible calendar policy, must fall into at least one of the following categories:

1. Course instruction and evaluation;
2. Staff development, in-service training and instructional improvement.
3. Program and course curriculum or learning resource development and evaluation;
4. Student personnel services;
5. Learning resource services;

6. Related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;

7. Departmental or division meetings, conferences and workshops, and institutional research;

8. Other duties as assigned by the district;

9. The necessary supporting activities for the above

Flexible hours may be satisfied by one or more of the following activities:

• Attending on-campus workshops, presentations, meetings and/or events that have been approved as a FLEX event by the faculty development committee

• Participating in off-campus activities such as conference attendance, course redesign, or discipline-related activities. Discipline-related activities should be
  a. activities that are directly or indirectly related to the subject(s) taught –or-
  b. should result in improved knowledge in one’s field –or-
  c. based on a topic that can be incorporated into courses taught to improve student learning.

➢ For instance, a faculty member in the Art department could attend an art exhibit. A faculty member in biology could attend a talk at the Long Beach Aquarium about climate change.

Off campus activities that do not fall under any of the categories require completion of an Individual Project Proposal with division chair approval before attendance of the event. The Individual Project Proposal form is located on the website under Forms. It is also required that you provide evidence of your activity upon completion.

It is important to note that FLEX hours cannot be obtained if the event takes place during a faculty members normal hours of work. Therefore, faculty may not cancel class or fail to attend a meeting which is considered part of their institutional service in order to attend a professional development activity and have it constitute a FLEX event. In the case of office hours, an exception can be made. If a faculty member can rearrange office hours to attend a meeting and still have 5 hours in the respective week, then a faculty member may do so to attend an event for FLEX credit.
You may not receive FLEX credit for participation in any event or activity for which you receive payment. For instance, if you on reassigned time to work on accreditation, you may not also receive flex credit for the same activity.

**Important Terms Defined:**

- **FLEX** - The flexible calendar program provides time for faculty to participate in professional development activities that are related to "staff, student and instructional improvement" (Title 5, Section 55720). The flexible calendar program offers opportunities for faculty to participate in professional development activities.

- **Calendar** - The FLEX calendar provides for instructional improvement activities through the shortening of the instructional calendar. Title 5 legislation authorizes colleges to use up to 8 days of the academic calendar for professional development activities. As designated by the negotiated academic calendar, five (5) days have been approved for FLEX activities. These activities are to be scheduled during non-instructional hours (outside the regular contract day) throughout the fiscal year between July 1 and June 30.

- **Contract** - As designated by the negotiated calendar, five days have been approved for FLEX activities. Twenty-seven and one half (27.5) hours of FLEX activities are required in lieu of instruction days, including the mandatory Opening Day. This time is to be scheduled during non-instructional hours (outside the regular contract day) throughout the year between July 1 and June 30.

- **Individual Project Proposal** - Faculty have broad discretion about how they complete the 27.5 hours as long as the activity meets one of the nine objectives and, according to AFT contract, they gain division chair approval. Division Chairs should receive approval of their own Individual Project Proposal by their respective dean.

- **Credit** - One hour in an approved activity is equivalent to one hour of FLEX credit, up to a maximum of six hours per day. Faculty who present on campus FLEX activities can receive three hours of preparation time (FLEX credit) for each hour of on-campus presentations in addition to the time of the presentation. For example, a presenter for a 1 hour workshop will receive three hours of FLEX credit.

- **Probationary Full-Time Faculty Orientation Program** - This program assists newly-hired contract faculty in learning the organizational structure, policies, procedures, and various departmental functions, including the discussion of effective pedagogy. The program is a year-long mandatory program for all first year faculty.

For a schedule of events please see the Professional Development website

[http://www.lahc.edu/govplanning/governance/profdev/index.html](http://www.lahc.edu/govplanning/governance/profdev/index.html)